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ABSTRACT

These five issues of selected readings for 1991-92 present annotated bibliographies of resources available from CHIME (Clearinghouse for Immigrant Education). CHIME facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. The title topics of the issues are: (1) immigrant parent participation in schools; (2) Haitian students in U.S. public schools; (3) multicultural education; (4) addressing racism and violence in schools; and (5) effective support services for immigrant students. More specific topics within the issues include language minority parents, Southeast Asian refugee parents, limited-English-proficient students, home-school partnerships, Korean American students, Haitian culture, racial and ethnic diversity, racial conflict, school violence, gangs, conflict resolution, posttraumatic stress disorder, mental health needs of refugee children, and school counseling. Entries include journal articles, bilingual parent guides, program descriptions, teaching guides, conference papers, instructional materials, bibliographies, and research reports. Document availability is indicated at the end of each summary; many items are available through CHIME for a nominal fee. Includes CHIME order form and ordering information. (KS)

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Immigrant Parent Participation in Schools

Compiled by Cynthia Coburn

Blakely, Mary M. (1983). Southeast Asian Refugee Parents: An Inquiry Into Home-School Communication and Understanding. *Anthropology & Education Quarterly* 14(1), 43-68. **L000045**

In an effort to foster communication and understanding between school personnel and Southeast Asian refugee families, one school district interviewed parent representatives of different student populations to learn more about their perspectives on their child's education. This article describes the process and provides information on family characteristics, cross-cultural communication between home and school, parent involvement in schools and schoolwork, and attitudes towards bilingualism. Available from Anthropology and Education Quarterly; American Anthropological Association; 1703 New Hampshire Avenue, NW; Washington, DC 20009.

Gonzales, Berta (1986). Schools and Language Minority Parents: The Optimum Solution. *Catalyst for Change: Journal of the National School Development Council* 16(1), 14-17. **L000043**

Traditionally, schools have included language minority parents only peripherally in the educational process, having them come to the school only when there is a problem with the child. The author feels that it is important that educational leaders provide training for parents and establish an environment that fosters security, dignity, and respect for parents' ideas and opinions. The author profiles Project OPTIMUM in Oakland, California, as an example of a successful parent training program. Available from CHIME.

RC 020011

Matsuda, Maryon (1989). Working with Asian Parents: Some Communication Strategies. *Topics in Language Disorders* 9(3), 45-53. **L000047**

Because parent consent and cooperation is critical for quality language and speech services for Asian students, communicating effectively and meaningfully with parents is of prime importance. This author recommends that communicating effectively with Asian parents requires an understanding of Asian cultures, a sensitivity to individual differences among Asian parents, and an awareness of one's own cultural biases. Available from CHIME.

Multicultural Education Training and Advocacy, Inc. (1990). *A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children*. San Francisco: Multicultural Education Training and Advocacy, Inc. 18 pages. **L000019**

Focusing on common problems that young newcomers encounter in U.S. public schools, this handbook describes federal laws that protect the educational rights of immigrant students. It describes a child's rights to attend school, to have help learning English, and to be free from INS harassment. A list of important addresses where parents can get additional advice, assistance, and referrals concerning educational issues is provided. This booklet is also available in Spanish (*Un Manual Para Padres y Madres Immigrantes: Proteja los Derechos de Educación Para sus Hijos y Hijas* **L000020**). Available from CHIME.

Multicultural Education Training and Advocacy, Inc. and California Rural Foundation (1990). *The Rights of Limited English Proficient Students: A Handbook for Parents and Community Advocates/ Los Derechos de los Estudiantes con Domino Limitado del Idioma Ingles: Manual para los Padres de Familia y Defensores de la Comunidad*. San Francisco: Multicultural Education Training and Advocacy Group. 54 pages. **L000022**

This bilingual (English and Spanish) booklet is a resource to help parents, teachers, attorneys and community members understand the current legal rights of limited English proficient (LEP) students. The book lists federal and California requirements that mandate school districts meet the particular educational needs of LEP students. A section which answers some of the most common questions parents have about bilingual education is also included. Available from CHIME.

Nicolau, Siobhan, and Carmen Lydia Ramos (1990). *Together is Better: Building Strong Partnerships Between Schools and Hispanic Parents*. New York: Hispanic Policy Development Project, Inc. 71 pages. **L000014**

This book attempts to bridge the gap between schools and Latino parents--to help all parties understand each other's cultures, goals, hopes, and needs. It explores successful strategies used by 42 schools nationwide to recruit and retain Latino parents in effective school-parent partnerships. Topics addressed include the elements of successful programs, recruitment and retention strategies, and the challenges of reaching Latino fathers, teenage parents, and troubled families. Available from Hispanic Policy Development Project, Inc.; 250 Park Avenue South, Suite 5000A; New York, NY 10003; (212) 644-6866.

Nicolau, Siobhan and Carmen Lydia Ramos (1990). *Queridos Padres: En Los Estados Unidos La Escuela es Nuestra Tambien*. New York: Hispanic Policy Development Project, Inc. 26 pages. **L000015**

This pamphlet, which can be used in conjunction with the book *Together is Better* or on its own, helps Latino parents support their children's education. It stresses that parents are their children's first teacher and discusses the basic skills parents should teach children. Parents are encouraged to establish relations with teachers, attend teacher/parent conferences and school functions, and participate in school decision-making and governance. This pamphlet is also available in English (*You're a Parent...You're a Teacher Too. Join the Education Team* **L000016**). Available from Hispanic Policy Development Project, Inc.; 250 Park Avenue South, Suite 5000A; New York, NY 10003; (212) 644-6866.

Olsen, Laurie (1989). Immigrant Parents and the Schools. In *Bridges: Promising Programs For the Education of Immigrant Children*. California: California Tomorrow, 102-122. **L000046**

Many model parent involvement programs have been developed in California as schools, parent groups, and advocacy organizations have recognized the potential benefits of parent-school communication. This chapter profiles 12 successful parent programs in areas such as language and the U.S. school system, improving communications between schools and parents, and encouraging parents to become advocates for their children's education. Available from CHIME.

Pell, Elena and Elizabeth Weiser Ramirez (1989). *Making the Most of Your Child's Education: A Guide For Parents*. Washington DC: ASPIRA Association, Inc. 63 pages. **L000076**

This booklet introduces parents to some practical ways that they can work with their children to help them succeed in school. Using respectful and supportive language, the booklet emphasizes that families and friends working together can have a true impact on improving opportunities for Latino children. Topics addressed include parent-child communication, strategies for helping children study, discipline, and parents rights in the U.S. public schools. This booklet is also available in Spanish (*Hacer lo Mejor de la Educación de su Niño: Una Guia para Padres* **L000077**). Available from ASPIRA Association, Inc., National Office; 1112 16th Street NW, Suite 340; Washington, DC 20036; (202) 835-3600.

Pell, Elena and Elizabeth Weiser Ramirez (1990). *Making the Most of Your Child's Education: More Topics For Parents*. Washington DC: ASPIRA Association, Inc. 43 pages. **L000063**

Second in a series, this booklet for Latino parents offers practical advice on ways that parents can work to improve schools. Parents can play an important role as partners in their children's education and serve as invaluable resources to schools by attending school functions, volunteering in a wide variety of capacities, and maintaining contact with teachers. In addition, ASPIRA suggests that parents become advocates for their children by working with other parents to change school practices that are harmful to their children. This book is designed with discussion questions that help Latino parents mobilize and share ideas. It is also available in Spanish (*Haces lo Mejor de la Educación de su Niño: Mas Temas Para Padres* **L000064**). Available from ASPIRA Association, Inc., National Office; 1112 16th Street NW, Suite 340; Washington, DC 20036; (202) 835-3600.

Salerno, Anne and Mary Fink (1992). *Promising Practices for Home/School Partnerships*. New York: Parental Resources for Involvement in Migrant Education. 43 pages. **L000331**

This document consists of brief descriptions of sixteen successful parental involvement programs intended to serve migrant parents and their children. Each description includes a summary of instructional and support services offered plus other miscellaneous information. Although there is no in-depth analysis of migrant educational needs, this booklet does provide unique and effective approaches to improving the achievement of migrant students. Available from CHIME.

Simich-Dudgeon, Carmen ed. (1986). *Executive Summary of Issues of Parent Involvement and Literacy: Proceedings of the Symposium Held at Trinity College 6-7 June 1986*. Washington DC: Trinity College. 16 pages. **L000018**

In 1986, the Trinity-Arlington Teacher and Parent Training for School Success Project sponsored a symposium to explore issues of parent involvement and literacy as they relate to limited-English proficient (LEP) students. This collection of conference proceedings explores methods of teaching LEP students, cross-cultural issues in parent involvement, and efforts to promote parental literacy. Descriptions of school and community-based programs from around the country highlight ways in which literacy education can become an integrative family-learning process. Executive summary available from CHIME.

Tizard, J., W.N. Schofield, and Jenny Hewison (1982). Collaboration Between Teachers and Parents in Assisting Children's Reading. *The British Journal of Educational Psychology* 52(1), 1-15. **L000048**

Researchers organized a collaboration between teachers and parents so that every child in two primary classrooms at two different multiracial inner-city schools read regularly to parents at home from books sent by the teacher. After two years of intervention, comparison was made with parallel classes at the same schools where, instead of reading to parents, children were given extra tutoring by a reading specialist in schools. Findings show highly significant improvement in reading achievement by children who received extra practice at home in comparison with control groups, but no comparable improvement by children who received extra help at school. The authors conclude that in inner city, multiracial schools, it is both feasible and practical to involve all parents in formal educational activities with their primary-aged school children, even if the parents are not literate and/or largely non-English speaking. Available from CHIME.

Yao, Esther Lee (1988). Working Effectively with Asian Immigrant Parents. *Phi Delta Kappan* November, 223-225. **L000006**

Many Asian parents, especially those who have recently immigrated, may be hesitant to participate in school activities because of language barriers, lack of knowledge about the school system, long work hours, and hesitancy to question the authority of the teacher or school system. The author argues for the efficacy of such strategies as native language newsletters and seminars for parents, involvement of parents on school advisory committees, and hiring Asian parents as teacher's aides to foster partnerships between schools and parents. Available from CHIME.

Yoon, K.K. and G. Nussenbaum (1987). Assessment of Linguistic Needs of Korean American Students in Northern New Jersey: Implications for Future Directions. *National Association for Bilingual Education Journal* 12(1), 51-61. **L000010**

After conducting a survey of the parents of Korean students enrolled in a Northern New Jersey school system, the authors found that the parents were frustrated in their efforts to participate in their children's education by their limited English proficiency, differences in cultural values which precluded active involvement in their children's schooling, and by a limited understanding of the structure and philosophy of the U.S. education system. To address the difficulties experienced by Asian families, the authors recommend the creation of an Asian Resource Center, the development of parent education classes, and training and support to teachers of Asian students. Available from CHIME.

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Haitian Students in U.S. Public Schools

Compiled by Carolyn Murphy

Language

Rorro, Gilda L. (1985). *Haitian Creole: A Primer*. New Jersey: New Jersey State Department of Education. 41 pages. **L000134**

This Creole primer introduces educators to the Creole language and compares the linguistic differences between the Creole, French, and English language systems. The booklet highlights the importance of recognizing Creole as the native language of instruction for many Haitians migrating to the United States. This comparative analysis of language systems is useful for educators who provide bilingual or multilingual instruction for Haitian students. Available from CHIME.

Educational Placement and Instruction

Biamby, Roger E. and Steven R. Nachman (1985). *The Haitians of South Florida: Acculturation and Education*. Paper presented at the Second Annual Spring Haitian Conference, Miami, April 1985. 13 pages. **L000066**

The authors discuss the challenges of acculturation for the recent Haitian immigrants in Southern Florida. In contrast to earlier Haitian immigrants, most recent immigrants are poor, speak only Creole (as opposed to Creole and French), and have had little formal education. These factors, coupled with the hostility, prejudice, and lack of understanding they experienced upon arrival to the US, have made it particularly difficult for Haitian adults to find and keep jobs and for their children to adjust to US public schools. Biamby and Nachman provide suggestions for reforming adult job training programs and US public school programs for Haitian immigrants to better meet the needs of recent Haitian immigrants and their children. Available from Haitian American Community Association of Dade, Inc.; 5901 NW 2nd Avenue; Miami, FL 33127.

RC020011

Racine, Marie M.B. (1981). *Adaptation of Haitian Students to American Schools.* Washington DC: University of the District of Columbia. 21 pages. **L000114**

The roles of teachers, students, and parents in the Haitian educational system is quite different from those in the United States. Thus, Haitian immigrants often bring different expectations to US schools. By understanding educational and socio-cultural practices in Haiti, US teachers can make appropriate student placements to meet the Haitian students' educational needs. This report provides a comprehensive analysis of Haitian and United States educational systems and recommendations for American teachers working with Haitian students and parents. Available from CHIME.

Rosebery, Ann, Beth Warren, and Faith R. Conant (1990). *Appropriating Scientific Discourse: Findings from Language Minority Students.* Massachusetts: Bolt Beranek and Newman, Inc. 37 pages. **L000149**

Scientific consultants have implemented the Cherche Konnen (Search for Knowledge) Scientific Projects at a bilingual junior high and bilingual high school program serving language minority students. Science is taught through teacher instruction, student discourse, and experiential learning. For Haitian students, this approach has resulted in the development of strong inquiry and evaluative skills. Cherche Konnen strongly advocates experiential learning and using students' discourses to build their own understanding of scientific principles. Available from CHIME.

Rorro, Gilda L. (1984). *A Handbook for Teachers of Haitian Students in New Jersey.* New Jersey: New Jersey State Department of Education. 134 pages. **L000152**

The author believes that knowledge of the Haitian educational system and culture is essential for planning effective programs for Haitian students in the United States. This handbook extensively describes the Haitian and United States educational environments and offers recommendations for effectively integrating Haitian cultural resources in all areas of US public school curriculum. It provides many and diverse resources for administrators and teachers including information on school orientation procedures, parent as tutor guides, lesson plans, and bibliographies within subject areas. Available from CHIME.

Rorro, Gilda L. (1992). *Haitian Voices: Considerations for the Classroom Teacher.* New Jersey: New Jersey State Department of Education. 92 pages. **L000413**

This book introduces educators to those features of Haitian culture and the educational system which may make adjustment to U.S. schools difficult for Haitian students. Ten suggestions to make the transition to U.S. schools smoother and a list of five factors which may enhance the test performance of Haitians student are included. Available from CHIME.

Villegas, Jose J. and Arthur D. Lopatin (1987). *George W. Wingate High School Multilingual Survival Skills Program, 1986-1987.* New York: New York City Board of Education. 54 pages. **L000144**

This report evaluates the Multilingual Survival Skills Program for Hispanic and Haitian high school students at a New York City high school. This program uses an interdisciplinary staff and supports a strong multilingual program dedicated to native language instruction (Haitian Creole, French, Spanish), English instruction, bilingual content area instruction, active staff involvement in training programs and conferences, and parent involvement through monthly meetings. Available from CHIME.

Counseling

Giles, Hollyce C. (1990). Counseling Haitian Students and their Families: Issues and Interventions. *Journal of Counseling and Development* 68(3), 317-320. **L000123**

Counselors working with Haitian students need to be familiar with Haitian values and cultural behaviors to provide appropriate guidance and intervention programs. By examining the case of a young Haitian immigrant in New York public schools and by exploring the history and circumstances of Haitian immigration, the author discusses in detail some of the social, cultural, and psychological issues confronting Haitian students and parents in U.S. public schools. Recommendations for intervention are provided at both the individual and institutional level. Available from CHIME.

Hallman, Clemens L., Mary-Rose Etienne, and Sandra Fradd (1982). *Haitian Value Orientations: Cultural Monograph Number 2.* Florida: University of Florida at Gainesville. 43 pages. **L000135**

This research study, developed for guidance counselors and school psychologists, discusses how culture influences Haitian orientations towards self, family, society, human nature, nature, and the supernatural. School support staff can help Haitian students by understanding how they learn and interact within these different areas. The report provides a detailed analysis of how Haitian culture shapes Haitian people's understanding of themselves, their interactions within society, and their relationship to the environment. Available from CHIME.

Resources

Center for Applied Linguistics (1989). *Selected Materials for Elementary and Secondary Less-Commonly Taught Languages Language Arts and Content Areas.* Washington DC: Center for Applied Linguistics. 24 pages. **L000139**

This annotated bibliography provides multilingual resources for educators in language, language arts, content area, cultural topics, teacher guides, vocational

materials, computer software programs, and parent involvement resources. The available languages vary by publication but include Arabic, Cambodian, Greek, Haitian Creole, Hebrew, Hmong, Indochinese, Japanese, Khmer, Korean, Lao, Latin, Pilipino, Russian, Ukrainian, and Vietnamese. Available from CHIME.

Joseph, Carole Berotte (1990). *Adult and Children's Books in Haiti, Haitians, and Creole.* New York: City University of New York. 14 pages. **L000133**

In this bibliography, Joseph lists books in Creole and English about Haitian Creole, Haitian adult literacy, Haiti, and Caribbean culture (education, slavery, family structure, migration). She also lists children's books, songbooks, and films. Available from CHIME.

Lawless, Robert (1990). Haitian Migrants and Haitian-Americans from Invisibility into the Spotlight. *Journal of Ethnic Studies* 14(2), 29-70. **L000129**

Through an interdisciplinary literature review, the author explores the highly complex set of issues involved in Haitian migrants' experiences. The books reviewed address Haitian chain migration processes, ethnic identity formation, Immigration and Naturalization Service policies towards Haitians, Haitian detention in US jails, Haitian businesses, and international laws regarding Haitian refugee status. Available from CHIME.

Lawless, Robert (1985). *Bibliography on Haiti: English and Creole Items.* Florida: University of Florida. 146 pages. **L000150**

Lawless seeks to catalog resources on Haiti in both English and Creole. He provides extensive listings of books on agriculture, art, demography, economics, education, family, fiction, health, history, humanities, Haitian independence, language, literature, migration, US occupation in Haiti, politics, Haitian relations with the US, religion, sociocultural issues, urbanism, and general topics. Available from CHIME.

Roark-Calnek, Sue (1984). *Migrant Heritage Studies Kit: Haitian Component.* New York: State University of New York at Geneseo, BOCES Geneseo Migrant Center. 92 pages. **L000151**

This annotated bibliography provides a comprehensive listing of books about Haitian culture in four sections: 1) general bibliography; 2) educational resources; 3) social services; and, 4) access guide to resources on Haiti. The educational resource section includes information on bilingual education, Creole resources, literature teaching guides, children's games, and audiovisual resources. The other sections contain extensive listings on Haitian culture, Haitian health programs, and a listing of United States organizations working with the Haitian community. Available from CHIME.

Roumain, Maryse and Antoine Auguste (1985). *Learning About Haitians in New York State.* New York: The University of the State of New York, The State Education Department. 21 pages. **L000136**

This guide explores the multi-faceted dimensions of Haitian cultural life in New York City. Haitians often express their historical and cultural experiences in their literature, folklore, art, and music. These activities are supported in New York City by many Haitian cultural organizations. Insightful narratives of Haitians' involvement within these areas are followed by a listing of New York organizations supporting Haitian culture. Available from CHIME.

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Multicultural Education

Compiled by Nitza M. Hidalgo

Banks, James A. (1987). The Social Studies, Ethnic Diversity, and Social Change. *The Elementary School Journal* 87(5), 531-543. 13 pages. **L000003**

This article describes the curricular visions and goals of the past ethnic studies movements, the limited extent to which these goals have been realized, and the resistance that has prevented significant curricular reform. The author believes that to truly represent the complexity of the U.S. experience, a social studies curriculum must both include the experiences of different ethnic groups and present those experiences from different perspectives. He redefines the teacher's role to include cultural mediation between the culture of the school and the students' culture. He envisions a social studies curriculum that promotes social criticism and civic action to improve the human condition. Available from CHIME.

Bigelow, William and Jeff Edmundson, eds. (1990). *Inside the Volcano: A Curriculum on Nicaragua*. Washington, DC: Network of Educators' Committees in Central America. 132 pages. **L000242**

In this teaching guide, the authors present the dilemmas of Nicaraguan society and its leaders through interviews, role plays, and literature from the Sandanista revolution. Throughout the middle school to high school curriculum, the aim is to replace conventional historical accounts with a "people-centered" narrative. The curriculum includes 14 lesson plans, goals, procedures and readings. Bibliographic references and a listing of organizations interested in education on Central America found at the end of the book may be of great use to teachers. Available from Network of Educators' Committees in Central America; 1118 22nd Street, NW; Washington, DC 20010; (202) 429-0137.

RL 020011

Brunson Phillips, Carol (1988). Nurturing Diversity for Today's Children and Tomorrow's Leaders. *Young Children* (January), 42-47. 6 pages. **L000120**

Carol Brunson Phillips challenges the assumption that multicultural education, as presently formulated as learning about different cultures, adequately addresses the problem of social inequality in the United States. Neither culture, difference, nor diversity are the root problems of social inequality in the U.S. The problem lies in the response to culture, the response to diversity, and the response to difference. She argues that racism, oppression, and victimization can never be changed by learning about culture. Phillips calls for transforming multicultural education into an anti-racist and anti-bias approaches. Available from CHIME.

Cohen, David and Monroe D. Cohen, eds. (1990). *Resources for Valuing Diversity: The Lewis Armstrong Middle School (I.S. 227) Multicultural Collection*. New York: Board of Education of the City of New York. 71 pages. **L000102**

This bibliography provides a listing of multicultural literature for 10-14 year olds and includes general references for adults on multiculturalism, ethnicity, and immigration. The guide divides the literature into the following sections: African Americans, Asian Americans, Canadian American, Caribbean Americans, European Americans, Jewish Americans, Latino American, Middle Eastern Americans, and Native Americans. Each section includes historical works, fiction, biographies, folklore, and poetry. Many of the sections are further divided by ethnic group. Available from Curriculum Publications; 131 Livingston Street, Room 613; Brooklyn, NY 11201; (718) 935-3998.

Derman-Sparks, Louise (1989). How Well Are We Nurturing Racial and Ethnic Diversity? *CAEYC Connections* 18(1), 3-5. 3 pages. **L000125**

This article analyzes the effectiveness of common teaching methods and curriculum in fostering racial and ethnic diversity in the classroom. The author categorizes problematic curriculum into three major types: Dominant Culture-Centered, Color-Denial, and Tourist-Multicultural Curriculum. Following each curriculum description are examples illustrating how cultural insensitivity manifests in the classroom. The author concludes with concrete suggestions on the ways to address cultural insensitivity and to promote multiculturalism. Available from CHIME.

Derman-Sparks, Louise and the A.B.C. Task Force (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: The National Association for the Education of Young Children. 149 pages. **L000080**

Children develop an awareness of and attitudes towards race, gender, disabilities, and other differences at a very young age. Derman-Sparks argues that early childhood educators have a responsibility to help young children develop a knowledgeable, confident sense of self, critical thinking skills to challenge injustice,

and a comfort with and positive attitude towards diversity. This book outlines the principles and methodologies of an anti-bias approach, providing teachers with ideas and activities so they can re-create an anti-bias curriculum appropriate to their specific classroom. Available from National Association for the Education of Young Children; 1834 Connecticut Avenue, NW; Washington, DC 20009; (202) 232-8777.

Gay, Geneva (1988). Designing Relevant Curriculum for Diverse Learners. *Education and Urban Society* 20(4), 327-340. 15 pages. **L000030**

The author discusses the challenges of developing curricula which achieve both equality of opportunity and excellence in outcome for diverse learners. The challenge for the curriculum developer is to design a curriculum that provides diverse learners with learning opportunities that are likely to promote success and to utilize instructional materials that are representative of a wide variety of ethnic group experiences. The author provides a list of questions to determine the extent to which ethnic and cultural diversity permeate a given curriculum or curriculum design. Available from CHIME.

Grant, Carl A. (1990). Desegregation, Racial Attitudes, and Intergroup Contact: A Discussion of Change. *Phi Delta Kappan* 72(1), 25-32. 8 pages. **L000142**

Carl Grant demonstrates the urgent need for a multicultural perspective on school desegregation to curtail the continued underdevelopment of students of color. The author identifies ignorance and intolerant racial attitudes as the greatest obstacles to successful desegregation. He then shows how racial attitudes manifest and highlight the shortcomings of the "contact theory" of desegregation--that being in contact with diverse people results in better social relations. This article is an outstanding resource to educators and community leaders alike who wish to better understand the meaning of multicultural education and to discover ways to complete the process of desegregation. Available from CHIME.

Menkart, Deborah, Catherine A. Sunshine, and Erland Zygmuntowicz (1990). *Caribbean Connections: Classroom Resources for Secondary Schools PUERTO RICO.* Washington, DC: Ecumenical Program on Central America and the Caribbean/Network of Educators' Committees in Central America. 108 pages. **L000164**

Caribbean Connections is a series of lesson plans, objectives, and activities on Puerto Rico, which can be used to supplement existing school curricula. The lessons are flexible and stimulating. The nine units are geared towards secondary education, but can be adapted for higher and lower level use. Each unit consists of a lesson plan, an introduction, and one or more readings. The packet is rich with information on the history and the culture of Puerto Rico. Available from Network of Educators' Committees in Central America; 1118 22nd Street, NW; Washington, DC 20037; (202) 429-0137.

Mitchell, Vernay (1990). Curriculum and Instruction to Reduce Racial Conflict. *ERIC Clearinghouse on Urban Education Digest* 64, 1-2. 2 pages. **L000154**

In response to the continued existence of racial conflict in primary and secondary schools, ERIC provides this brief newsletter as a guide to successful programs which have eased and/or ended racial tensions. While multicultural education is presented as subtle means of promoting understanding by increasing students' awareness of other cultures, anti-racist education and conflict resolution programs directly stress the "social causes of racism over cultural ones." The article contains administrative recommendations for improving the school climate, offers bibliographic information on many programs, and presents a list of helpful organizations. Available from CHIME.

Olsen, Laurie and Nina Mullen (1990). *Embracing Diversity: Teachers' Voices From California's Classroom*. California: California Tomorrow. 120 pages. **L000097**

Embracing Diversity seeks to understand the challenges for teachers in celebrating the cultures of all children, meeting their needs, and creating a sense of unity in the classroom. Thirty-six teachers from California who teach classes with both US-born and immigrant students talk about creating a classroom climate supportive of diversity, integrating multicultural education across the curriculum, the challenge of bilingual education, and sustaining motivation for teaching. Available from California Tomorrow; Fort Mason Center Building B; San Francisco, CA 94123.

Pollard, Diane S. (1989). Reducing the Impact of Racism on Children. *Educational Leadership* 47(2), 73-75. 3 pages. **L000155**

Diane Pollard argues that schools need to address issues of racism and outlines how administrators and teachers can best confront racial tension in the school environment and in the classroom. Administrators must establish a strong set of rules which cover race-related behavior, enforce those rules for students and staff, and offer positive reinforcements for those who ease relations. Teachers should question their own racial attitudes, act as role models, and discuss racism in the classroom. Available from CHIME.

Ramsey, Patricia G. (1982) Multicultural Education in Early Childhood. *Young Children* 37(2), 13-24. 12 pages. **L000013**

The concepts of shared human experience and cultural diversity can be incorporated effectively into every aspect of early childhood programs. Recognizing that effective multicultural education is largely dependant on the attitude, skills, and knowledge of the individual teacher, Ramsey offers practical strategies for teachers to help children to develop a cultural identity and an awareness of diversity, develop the social skills and responsibility they need to live in a diverse world, and broaden their cultural awareness. Available from CHIME.

Swenson, Mary et al. (1990). *Directory of Central American Classroom Resources.* Minnesota: Central American Resource Center. 182 pages. **L000105**

This guide is a comprehensive national directory of classroom resources on Central America appropriate for elementary school, high school, and adult study. The guide provides an annotated bibliography of curricula, teaching units, historical and cultural materials, and political and social analyses. The directory is designed to allow teachers to build learning experiences that help students become informed world citizens and that promote participation in the democratic process. Available from CHIME.

Suzuki, Bob H. (1984). Curriculum Transformation for Multicultural Education. *Education and Urban Society* 16(3), 294-322. 30 pages. **L000065**

This article offers a clear vision of multicultural education and its goals for both students and teachers. Suzuki argues that multicultural education can transform the curriculum of schools in meaningful ways to improve the education of ethnically diverse student populations. He details ten guiding principles and strategies for effectively translating the theory of multicultural education into curricular practice. Available from CHIME.

Walker, Wendy (1990). A Window into Their Lives. In *California Perspectives: An Anthology from the Immigrant Students Project*, edited by JoAnn Cabello. California: California Tomorrow. 5 pages. **L000040**

Cultural journalism can be an effective way for teachers to use writing to maintain an open dialogue between themselves and their multiethnic students. By encouraging students to write about their personal experiences, cultures, and histories, teachers not only empower students by validating their realities, but they learn from the students whose backgrounds are so different from theirs. Available from CHIME.

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Selected Readings from CHIME

Spring 1992

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Addressing Racism and Violence in Schools

Compiled by Cynthia Coburn

Addressing Violence

Houston, Richard and Steven Grubaugh (1989). Language for Preventing and Defusing Violence in the Classroom. *Urban Education* 24(1), 25-37. **L000186**

Teachers and administrators must learn to foster an atmosphere that prevents violence and to effectively intervene when violence does occur. The authors suggest six steps as a proactive method for coping with violence. These include teacher self analysis, school assessment, and the creation and implementation of a strict code of policies, rules, and procedures which deal with issues of violence. As reactive methods, the authors suggest student mediator programs and describe in detail how a teacher should deal with a violent student in school. Available from CHIME.

Los Angeles County Commission on Human Relations (1989). *Intergroup Conflict in Los Angeles County Schools: Report on a Survey of Hate Crime.* Los Angeles: Los Angeles County Commission on Human Relations. 23 pages. **L000249**

This report presents and analyzes findings from a survey on hate crimes administered in March 1989 in Los Angeles County schools. The study examines verbal, written, and physical assaults on students and school staff. Hate crimes are analyzed according to the race, religious belief, sexual orientation, and immigrant status of the victim, types of racial crimes, schools' disciplinary responses, and possible links between hate crimes and white supremacist groups. Finally, the report compares the characteristics of schools in which no hate crimes were reported with schools with a high number of incidents to examine the significance of resources used to address intergroup conflict. Available from CHIME.

RC u20011

Steinberg, Adria (1991). The Killing Grounds: Can Schools Help Stem the Violence? *Harvard Education Letter* 7(4), 1-6. **L000147**

After discussing the serious escalation of adolescent violence, Steinberg argues that schools must teach children to understand the various conflicts they face and how to work toward a positive resolution. She discusses various approaches to and aspects of violence prevention programs and profiles two programs that have proven successful in educating students and teachers about conflict resolution. Available from CHIME.

Prothrow-Stith, Deborah (1987). *Violence Prevention: Curriculum for Adolescents*. Newton MA: Education Development Center, Inc. 106 pages. **L000278**

Developed through a process of testing and application in public schools nationwide, this curriculum attempts to teach adolescents to understand the causes of violence and channel their anger in constructive ways to avoid violence reactions. The curriculum is divided into ten sessions, using active student participation and role plays to explore the existence of violence, its origins, consequences, and prevention methods. Also included are extensive background materials for teachers including suggestions for leading classroom discussions and articles analyzing violence as a public health problem. Available from Educational Development Center, Inc.; 55 Chapel Street; Newton, MA 02160; (617) 969-7100.

Addressing Racism

Coburn, Cynthia (1992). *Racial and Ethnic Conflict in Schools: A Print Media Search*. Boston: National Coalition of Advocates for Students. 17 pages. **L000486**

The National Coalition of Advocates for Students analyzes reports of ethnic and racial conflict in public schools appearing in newspapers nationwide during a two month period. Through the use of narratives and tables, the report analyzes incidents of racial and ethnic conflict according to geographic location, size of school district, nature of the incident, ethnicity of the participants, and the school response. Special attention is also paid to incidents involving organized hate groups. Available from CHIME.

Derman-Sparks, Louise (1989). How Well are We Nurturing Racial and Ethnic Diversity? *CAEYC Connections* 18(1), 3-5. **L000125**

Derman-Sparks critically analyzes some common approaches to multicultural education, highlighting the ways in which many fall short in fostering racial and ethnic diversity in the classroom. Arguing that true multicultural education is necessary to meet the needs of all children, she provides concrete suggestions for addressing cultural insensitivity and promoting multiculturalism in the classroom. Available from CHIME.

Derman-Sparks, Louise and the A.B.C. Task Force (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington DC: The National Association for the Education of Young Children. 149 pages. **L000080**

Children develop an awareness of and attitudes towards race, gender, disabilities, and other differences at a very young age. Derman-Sparks argues that early childhood educators have a responsibility to help young children develop a knowledgeable, confident sense of self, critical thinking skills to challenge injustice, and a comfort with and positive attitude towards diversity. This book outlines the principles and methodologies of an anti-bias approach, providing teachers with ideas and activities so they can create an anti-bias curriculum appropriate to their specific classroom. Available from National Association for the Education of Young Children; 1834 Connecticut Avenue, NW; Washington, DC 20009; (800) 424-2460.

Edwards, Gabrielle I. (1986). *Coping with Discrimination*. New York: The Rosen Publishing Group Inc. 120 pages. **L000285**

Written for young adults, *Coping with Discrimination* begins by touching on the historical patterns of discrimination and continues with a discussion of the nature of discrimination in society today. Topics addressed include racial and gender bias, homelessness, homophobia, discrimination against people with disabilities, and poverty. The book concludes with an exploration of methods for confronting discrimination. Available from Rosen Publishing group, Inc.; 29 East 21st Street; New York, NY 10010; (212) 777-3017.

Gabelko, Nina Hersch and John U. Michaelis (1981). *Reducing Adolescent Prejudice: A Handbook*. New York: Teachers College Press. 236 pages. **L000178**

Organized around seven topics commonly taught in social studies classes, this collection of lessons focuses on developing the critical thinking skills that will enable students to understand prejudice, bias, stereotypes, and other related concepts. Also included is a general discussion of the causes and nature of prejudice and the methodology for reducing prejudice. Available from Anti-Defamation League; 823 United Nations Plaza; New York, NY 10017; (212) 490-2525.

Mitchell, Vernay (1990). Curriculum and Instruction to Reduce Racial Conflict. *Eric Clearinghouse on Urban Education Digest* 64, 1-2. **L000154**

This brief article reviews several curricular approaches that have proven effective in responding to the continued existence of racial conflict in schools. Multicultural education is presented as a subtle means of promoting understanding by increasing students' awareness of other cultures. Anti-racist education and conflict resolution are suggested as more direct programs which stress the "social causes of racism over cultural ones." Additionally, the article includes recommendations for reforming school policy and curriculum to support a positive school climate. Available from CHIME.

McGary, Rita (1987). Student Forums: Addressing Racial Conflict in a High School. *Social Work in Education* 9(3), 159-168. **L000276**

Following a series of violent interracial incidents involving both immigrant and US-born students, Falls Church High School in Northern Virginia used formal mediation to address the individual incidents and student forums to address the increasing racial tension in the school. This case study explains how the active involvement of students in adult facilitated weekly meetings was very effective not only in stemming the violence, but in improving the interethnic relations, empowering and engaging students of color in the academic community, and addressing ways to change the school to promote a more multicultural school community. Available from National Association of Social Workers; Publication Dept.; 750 First Street NE Suite 700; Washington, DC 20002-4241; (800) 638-8799.

Pollard, Diane S. (1989). Reducing the Impact of Racism on Students. *Educational Leadership* 47(2), 73-75. **L000155**

Pollard argues that teachers and school administrators not only need to understand racism and its impact on students, they must take active steps to confront racial tension in the schools. Administrators should establish a strong set of rules which deal with race-related behavior, enforce those rules for students and staff, and offer positive reinforcement for those who ease relations. Teachers must question their own racial attitudes, act as role models, and discuss racism with students in the classroom. Available from CHIME.

Tatum, Beverly Daniel (1992). Talking About Race, Learning About Racism: The Application of Racial Identity Theory in the Classroom. *Harvard Educational Review* 62(1), 1-24. **L0000497**

Based on her experience teaching a college course on race and racism, Tatum examines students' emotional responses to the material and suggests techniques for teachers to help overcome student resistance. She examines the reasons for the resistance to learning about race and racism and provides an in-depth discussion of racial identity development for White and African-American students. Available from the Harvard Educational Review; Longfellow Hall; 13 Appian Way; Cambridge, MA 02138; (617) 495-3432.

Zanger, Virginia Vogel (1983). *Black, White, and Latin: How Students Say They Get Along in Boston*. Boston: unpublished. 41 pages. **L000198**

In order to investigate racial and ethnic attitudes among students, Zanger interviewed six Black and Latino middle school students about their perceptions of their school and home social environment. Zanger explores student attitudes towards their school's multicultural curriculum, bilingual education, race relations, and their teachers. She emphasizes the importance of teachers as role models and the apparent effectiveness of a multicultural curriculum in strengthening a diverse school environment. Available from CHIME.

Addressing Gangs

National School Safety Center (1988). *Gangs in Schools: Breaking Up is Hard To Do.* Malibu, California: National School Safety Center. 48 pages. **L000282**

Arguing that schools can play a significant role in mitigating the violence associated with gang activity, this booklet provides guidelines to help schools and communities address the problem. Background information about gangs, including a discussion of "gang characteristics," and a resource list of school and community organizations are also included. Available from National Schools Safety Center; 4165 Thousand Oaks Blvd. Suite 290; Westlake Village, CA 91362; (805) 373-9977.

Ranard, Donald A. (1991). A Look at Vietnamese "Gangs." *In America: Perspectives on Refugee Resettlement* (10), 1-7. **L000143**

This newsletter provides a comprehensive overview of Southeast Asian gangs and the reasons they choose to commit crimes against their own community. Three articles describe the structure of Southeast Asian gangs, the response of law enforcement officials to address this growing crime force, and the Southeast Asian community's reaction. Finally, an interview of a gang member by a high school counselor provides insights which may help teachers identify "at-risk" students and prevent them from becoming gang members. Available from CHIME.

Promising Programs

Cheatham, Annie (1988). *Directory of School Mediation and Conflict Resolution Programs.* Massachusetts: National Association for Mediation in Education. 169 pages. **L000219**

This directory presents 86 profiles of school based mediation and conflict resolution programs in 27 states and England. Arranged by state or region, each profile includes a brief history of the program, training methods, assessment information, available resources, and the address and phone number of a contact person. Available from National Association for Mediation in Education; 425 Amity Street; Amherst, MA 01002; (415) 545-2462.

National School Safety Center (1988). School Climate and Discipline. In *School Safety Check Book.* Malibu, California: National School Safety Center. 56 pages. **L0000284**

The National School Safety Center argues that there is a direct relationship between school climate and discipline--often a positive school climate encourages good discipline and effective education. This chapter provides a comprehensive introduction to school climate, outlining some standard disciplinary practices and making recommendations for a coherent disciplinary plan. Also included are profiles of eight school disciplinary programs, an extensive resource list, and three sample school climate surveys. Available from CHIME.

Olsen, Laurie and Carol Dowell (1989). Intercultural Relations. In *Bridges: Promising Programs For the Education of Immigrant Children*. California: California Tomorrow. 22 pages. **L000046**

In order to provide an atmosphere that is safe and free from prejudice and harassment, schools must foster in students the skills and understanding to negotiate differences in language and culture. This chapter profiles eleven model programs in California that work with immigrant and US-born students to teach conflict resolution skills, encourage interethnic dialogue, reduce prejudice, and develop understanding and friendship between students of different ethnicities and cultures. Available from CHIME.

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Effective Support Services for Immigrant Students

Compiled by Cynthia Coburn

Support Service Needs of Immigrant Students

Arroyo, William and Spencer Eth (1985). Children Traumatized by Central American Warfare. In *Post-Traumatic Stress Disorder in Children*, edited by S. Eth and R.S. Pynoos. Washington DC: American Psychiatric Association, 103-117. 14 pages. **L000398**

Focusing on Central American children, the authors use a literature review and two case studies to illustrate the extreme emotional conditions that Central American children have experienced in war and in the migration and resettlement process. Examples of diagnostic and treatment practices are provided. Available from CHIME.

Huang, Larke Nahme (1991). Southeast Asian Refugee Children and Adolescents. In *Children of Color: Psychological Interventions with Minority Youth*, edited by Jewelle Taylor Gibbs, Larke Nahme Huang and Associates. San Francisco, CA: Jossey-Bass Publishers, 278-321. 43 pages. **L000326**

Following an extensive examination of the histories, experiences, and mental health needs of Vietnamese and Cambodian refugee children, Huang provides strategies for intervention. Huang urges therapists, psychologists, and social workers to recognize the diversity of experiences of refugee children and to employ an ecological approach to treatment. Available from CHIME.

RC 020011

Ito, Tami K., Romana Campos, and David Harrington (1987). *Summary and Preliminary Results of the Adolescent Salvadoran Health and Psychosocial Survey*. Washington DC: Mayor's Office on Latino Affairs. 11 pages. **L000394**

This report presents the results of a survey of Salvadoran adolescents in the Washington DC area. The participants were interviewed about their educational experiences in El Salvador and the United States, their reasons for leaving El Salvador, and their adjustment to life and work in Washington DC. The survey finds that one-third to one-half of all participants may suffer from Post Traumatic Stress Disorder or its related symptoms. The results and analysis are used to begin to assess the mental and physical health needs of Salvadoran adolescents. Available from CHIME.

Kinzie, J. David et al. (1986). The Psychiatric Effects of Massive Trauma on Cambodian Children: I. The Children. *Journal of the American Academy of Child Psychiatry* 25(3), 370-376. 6 pages. **L000297**

The first of a two-part series, this article examines the mental health of Cambodian children who experienced the horrors of the Khmer Rouge. After a brief overview of the history of the Khmer Rouge and the massive suffering experienced under this regime during the late 1970s, the article details the kinds of psychological symptoms experienced by children including anxiety, nightmares, difficulty concentrating, intrusive memories, avoidance behavior, and depression. Available from CHIME.

Rodriguez, Nestor P. and Ximena Urrutia-Rojas (1990). *Undocumented and Unaccompanied: A Mental-Health Study of Unaccompanied, Immigrant Children from Central America*. Houston, TX: University of Houston. 67 pages. **L000399**

Based on interviews with children who are being detained by the Immigration and Naturalization Service, this study examines mental health conditions of Central American immigrant children who arrive in the US without parents or guardians. The study examines the children's reasons for leaving their home country, their experiences of stress and trauma, and their psychological symptoms. Available from CHIME.

Sack, William H. et al. (1986). The Psychiatric Effects of Massive Trauma on Cambodian Children: II. The Family, the Home, and the School. *Journal of the American Academy of Child Psychiatry* 25(3), 377-383. 6 pages. **L000296**

Part II of a two-part investigation of the effects of trauma experienced by Cambodian refugee adolescents during the Khmer Rouge regime, this article focuses on psychological symptoms as they relate to family and school performance. The study finds that many Cambodian children react to the multiple stresses of adapting to the US and dealing with trauma by withdrawing in the classroom. The authors found that much of their suffering goes unnoticed by school personnel. Available from CHIME.

South Cove Community Health Center (1985). *An Outcome Study of the M.I.C.A.S. Summer '84 School: Adaptation and Adjustment of Khmer Refugee Children in the United States.* Massachusetts: South Cove Community Health Center. 99 pages. **L000334**

Based on an investigation of 29 Khmer children, the study suggests an inverse relationship between adjustment and adaptation. As the Khmer refugee children became more adapted to their external environment, their emotional adjustment worsened. This conclusion has profound implications for existing services for refugee children, since most are geared towards social functioning or adaptation, rather than emotional adjustment. Available from CHIME.

Westermeyer, Joseph (1985). Southeast Asian Refugee Teenagers' Special Mental Health Problems. *Brown University Human Development Letter* 1(5), 6-9. 3 pages. **L000453**

Geared towards mental health professionals, this article outlines specific psychological problems commonly found among Southeast Asian refugee youth in the US. Westermeyer provides suggestions for diagnosing various disorders and ideas for culturally appropriate therapeutic interventions. Available from CHIME.

Providing Effective Support Services

Benjamin, Marva P. and Patti C. Morgan (1989). *Refugee Children Traumatized by War and Violence: The Challenge Offered to the Service Delivery System.* Washington, DC: Georgetown University Child Development Center, 1989. 48 pages. L000401

Based on a 1989 conference, this comprehensive report provides an excellent overview of the mental health needs of refugee children who have experienced trauma and war. After exploring many of the barriers to adequate service delivery to these children, the report discusses attributes of effective models and profiles exemplary programs. Available from CHIME.

Cheng, Li-Rong Lilly (1989). Service Delivery to Asian/Pacific LEP Children: A Cross-Cultural Framework. *Topics in Language Disorder* 9(3), 1-14. 14 pages. **L000312**

Arguing that service-providers should provide assessment and intervention within a cross-cultural framework, Cheng outlines the essential attributes of effective cross-cultural communication. Practitioners should explore their own beliefs and biases, learn about the individual student's background and needs, identify culturally relevant communication strategies, and explore ways to coordinate with the student's family and support system. Available from CHIME.

Cohon Jr., J. Donald (1983). Southeast Asian Refugees and School Health Personnel. *The Journal of School Health* 53, 151-159. 9 pages. **L000215**

Cohon believes that to provide effective and appropriate health services to Southeast Asian refugees, school health personnel must understand the history and culture of the individual

ethnic group and the dynamics of the migration experience. He outlines the histories and health attitudes of Cambodians, Laotians, and Vietnamese people, and the adaptation of refugee youth. Cohon argues that school health personnel should serve as a "cultural bridge" by providing direct services to refugee youth, educating teachers and others about the refugee experience, and documenting the effect of migration on student health and wellbeing. Available from CHIME.

Esquivel, Giselle B. and Merle A. Keitel (1990). Counseling Immigrant Children in the Schools. *Elementary School Guidance and Counseling* 24, 213-221. 8 pages. **L0000031**

Immigrant children in US schools encounter a variety of stress factors that make them particularly vulnerable to social, emotional, and academic problems. Emphasizing prevention and early intervention, the authors argue that effective school programs should include: a needs assessment using appropriate diagnostic procedures; multicultural inservice training for all school personnel and specialized cross-cultural training for counselors; and the use of interpreters and community representatives who are familiar with the students' cultures. Available from CHIME.

Giles, Hollyce C. (1990). Counseling Haitian Students and their Families: Issues and Interventions. *Journal of Counseling and Development* 68(3), 317-320. 4 pages. **L000123**

To provide appropriate guidance and intervention programs, counselors working with Haitian students need to be familiar with Haitian values and cultural behaviors. This article discusses some of the social, cultural, and psychological issues confronting Haitian students and parents in US public schools and how school guidance counselors can intervene on their behalf. Available from CHIME.

Intercultural Development Research Association (1988). *Equity in Counseling and Advising Students: Keeping Options Open*. San Antonio, Texas: Intercultural Development Research Association. 43 pages. **L000507**

Equity in Counseling and Advising Students: Keeping Options Open is a three hour training module to train guidance and counseling personnel in cross-cultural counseling practices which are effective with culturally diverse populations. Using lecture, role plays, small group discussion, transparencies, and handouts, the training examines barriers to effective counseling, the counselor's role, and strategies for maximizing effectiveness in a cross-cultural setting. Available from Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228-1190.

Keyes, Kay L. (1989). The Counselor's Role in Helping Students With Limited English Proficiency. *The School Counselor* (37), 144-148. 4 pages. **L000462**

This article addresses the responsibilities of school counselors who work with immigrant students upon their entry into the school system. There are enormous hurdles that schools face when providing for an influx of immigrant students, including the provision of adequate

bilingual staff when funding is insufficient. Keyes offers suggestions for counselors in schools otherwise not prepared for working with immigrant students. Available from CHIME.

Menvielle, Edgardo J. (n.d.) Psychiatric Outcome and Psychosocial Intervention for Children Exposed to Trauma. In *The Psychological Well-Being of Refugee Children: Research, Practice and Policy Issues*, edited by Margaret McCallin. Geneva, Switzerland: International Catholic Child Bureau, 106-116. 10 pages. **L000509**

Menvielle shares therapeutic interventions and treatment strategies used at the School Based Mental Health Programme in Washington DC. Working primarily with war-displaced Central American refugee children, the program provides therapy on the school site to help children deal with the consequences of trauma and loss and to foster self esteem. One important strategy is to encourage the children to talk about their experiences. To this end, Menvielle describes an innovative program, the Books Project, which encourages immigrant children to tell their stories by writing, illustrating, and publishing books about their experiences. Available from CHIME.

Ramirez, Oscar (1991). Mexican American Children and Adolescents. In *Children of Color: Psychological Interventions With Minority Youth*, edited by Jewelle Taylor Gibbs, Larke Nahme Huang and Associates. San Francisco: Jossey-Bass Publishers, 224-249. 25 pages. **L000344**

This article attempts to fill a gap in the literature on Mexican American child and adolescent mental health. After an overview of family characteristics of Mexican Americans and research on psychological difficulties experienced by many Mexican American children, Ramirez provides recommendations for effective and culturally relevant counseling for Mexican American children and their families. Available from CHIME.

Ramon, Gilberto (1985). *Counseling Hispanic College-Bound High School Students*. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools; New York, NY: ERIC Clearinghouse on Urban Education. 87 pages. **L000421**

Ramon calls for a comprehensive approach to counseling Latino students about higher education and financial aid options. After an overview of the status of Latinos in higher education and profile of the Latino college-bound student, Ramon outlines a systematic approach to guidance. He suggests the development of a comprehensive plan which includes school administrators, teachers, parents, the community, and students sharing in the responsibility for making the college planning process a successful venture. Available from CHIME.

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